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ABSTRACT

Intended for use by teachers, librarians, and others interested in helping college students produce well-written term papers, this collection of materials was prepared by librarians as a result of their work in a term paper writing clinic. The first item in the collection is a description and evaluation report of the term paper clinic. The report concludes that students desire instruction in the skills required to produce a paper, while English teachers are more concerned with traditional "editing" skills such as grammar, organization and spelling. The second and third items are guides designed to help students in choosing and researching a topic, note taking, outlining, preparing a rough copy, preparing a final copy, and organizing footnotes and bibliographies. Each area covered in the guides includes a description of what tasks each involves, how to accomplish each task, and where to look for more help in completing the task. (FL)

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TERM PAPER CLINIC STUDY REPORT: An Oral Presentation

Sandra E. Belanger - Nancy J. Emmick

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August 1981

SAN JOSE STATE UNIVERSITY

PREFACE

The material presented in this report is a transcript of a proposed oral presentation to the San Jose State University Library Committee charged with determining the future of the Term Paper Clinics.

This report is organized in the planned sequence of the visual aids to be used during the briefing. Each page consists of a projected transparency on the right with the related narrative on the left.

The material was never presented to the committee because the Term Paper Clinics were cancelled and the committee dissolved before this work was completed. This document has been prepared to record the authors' efforts and results because considerable time was devoted to the topic and they felt the subject might be of interest to others.

INTRODUCTION

Good Morning. Most of you are here because of your interest in the role of the library in support of the writing of term papers, especially the librarian's role in conducting term paper clinics.

Our years of experience have taught us that students really do not know how to do research. The whole process of gathering information, organizing the data, and writing a paper is a vague and overwhelming prospect to many of them.

It is not clear who should be involved in assisting the students. The issue is further complicated by the budget and time constraints on the library, the English Department and the subject departments.

In response to the obvious need, the library at SJSU decided in 1978 to try offering a 2-hour Term Paper Clinic to groups of students. Today we are presenting a description of the SJSU Term Paper Clinic and an evaluation of its contents in relation to student needs and faculty expectations.

INTRODUCTION

- o Librarian's role
- o Students are not trained in research
- o Severe budget and time constraints
  - o Library
  - o English Department
  - o Subject departments

PURPOSE OF TALK

To describe:

- o SJSU Term Paper Clinic
- o An evaluation of the Clinic:
  - o Content
  - o Student needs
  - o Faculty expectations

HISTORY

Prior to 1978, SJSU librarians presented general tours of the library and delivered subject lectures on research sources when requested by a professor. Librarians realized that the students were groping with the problem of getting started on their assignments and yet were reluctant to contact the faculty for help. Generally, the students were ignorant of library resources and fuzzy about the whole research process.

On the other hand, the faculty seemed to stand off, expecting the students to ask for help if needed. Also, the faculty expected students to know how to do research and write term papers.

Many librarians felt they were devoting excessive amounts of time to students in one-on-one term paper conferences. It was never clear how much material to give to the students or how much time to take in its preparation. Finally, the SJSU Library Education Assistance Program (LEAP) Coordinator suggested that Ms. Belanger test term paper clinics as a more cost-effective method of helping students.

The first of these clinics was developed in 1978. At first they were offered as classes in the library and later in departmental classrooms as requested by the professors. Finally, they were held only at the library.

The clinics were held from the Fall of 1978 through the Spring of 1980. In the Fall of 1979 librarians also began to participate in English 1B lectures on how to use the library. These lectures duplicated a part of the Term Paper Clinic. In the Spring of 1980 some librarians observed that attendance at the Term Paper Clinics was lower than expected, and a library committee was formed to decide their future. We proposed a study to the committee to provide better information for its decision.

HISTORY

Pre-1978:

- o Library tours
- o Subject lectures
- o Observations

Students:

- Groping
- Do not approach faculty
- Ignorant of resources
- Fuzzy about research process

Faculty:

- Expect students to ask
- Expect that students can write

Librarians:

- Excessive time
- No standard
- Unclear about responsibility

1978-1979 Term Paper Clinics

- o Beeter defined content
- o Planned delivery
- o English 1B introduced
- o Low attendance

1980 Committee to decide future

- o Continue?
- o Improve?
- o Cancel?

A study was proposed

THE TPC STUDY

This study was designed to improve the information available to the committee regarding the subject matter that students needed in the Term Paper Clinic (TPC) and the extent to which the program satisfied their needs.

The scope of the study was to be restricted to an evaluation of the TPC program as presently configured, although some modifications were to be made to make the basic program as effective as possible. The method of approach to be undertaken and the time schedule were to be such that they could be accomplished within the present workloads of the authors.

The research approach envisioned the improvement of the present TPC program to alleviate several recognized shortcomings of the past and to deliver the improved program as the basis for the evaluations. The approach encompassed the seven tasks shown on the chart to develop the information desired.

The balance of this presentation will follow in the order of the tasks presented on the slide.

PROPOSED TPC RESEARCH STUDY

Purpose: To Improve Committee's Information

- o Needs
- o Adequacy
- o Alternatives

Scope: Present TPC program with minor changes, SJSU application only, and within present assignment limitations of the authors.

Research Approach:

Task I. Define Evaluative Criteria

- o Literature Search
  - Measures of Need
  - Measures of Satisfaction
  - Content Alternatives
  - Delivery Options
- o Define Measurement Method

Task II. Standardize TPC Program

Content	Materials
Guides	Schedules
Presentation	Promotion

Task III. Deliver TPC Program 1980-1981

Task IV. Define Data Sources and a Collection Plan

Task V. Conduct Surveys

Task VI. Analyze Results

Task VII. Report to Committee

TASK I

The first task was a search of the literature to find measures of students' perceptions of needs for writing better term papers and ways to measure students satisfaction with specific aspects of the Term Paper Clinic.

The search for measures of such needs and degree of satisfaction yielded nothing, although, as a qualitative measure, we found it generally accepted that professors deem the term paper a significant learning experience.

As to program content, no integrated program was found that we felt would improve the likelihood that students would be better trained to write term papers than was promised by our own program. For the most part the literature contained descriptions of single-topic courses of the types shown or simple combinations thereof, and there were two reports of term paper clinics similar to this one.

Several interesting individual delivery alternatives were described and have been listed on the chart. None of them was added to the TPC, however.

It was disappointing that the literature provided no new ideas about quantifying the effectiveness of the program. It was gratifying to find that our program was probably at or near the state of the art. Lacking any more sophisticated technique for measuring the effectiveness of the program, the authors decided to try to provide a detailed comparison of the topics included in the TPC program vs. the topics deemed most needed by SJSU students and faculty. Although primitive, this approach promised to provide some measure of the adequacy of the program.

TASK I: DEFINE EVALUATIVE CRITERIA

Literature Search:

Measures of Need and Satisfaction

- o Nothing reported
- o Professors deem the term paper a significant learning experience

Content Alternatives

- o Grammar
- o Footnotes
- o Bibliography
- o Library orientation
- o Combinations

Delivery Alternatives

- o A one-unit course
- o Audiovisual
- o Programmed instruction
- o Presentations limited to 10 students
- o Mini-course
- o Videotape
- o One-on-one aid

Conclusions

- o No literature pertaining to TPC effectiveness was found
- o TPC content near state of the art

Define Measurement Method:

- o Decision to compare TPC topics vs. needs as perceived by students and faculty

See Exhibit A: A Bibliography

TASK II

This next slide summarizes the main topics covered in the two-hour lectures as developed in Task II. The references to exhibits relate to the handouts given to you at the start of this briefing. They provide detailed descriptions of the content of the TPC lectures, the schedules developed, the posters used in the advertising, and the guides handed out in the course.

A brief comparison will be made of the old TPC program vs. our revised basic program on our next slide, but first let us summarize some of the elements of Task III.

TASK III

Task III, the delivery of the TPC program, took place starting on September 25, 1980, and was completed October 28, 1980. Posters were put on bulletin boards around the campus two weeks before the first class. Four separate two-hour classes were given to small groups.

TASK II: STANDARDIZE TPC PROGRAM 1980-1981

Revise Subject Content (Exhibits B and C)

- The Assignment
- Topic Selection
- Research Strategy
- Note Taking
- Organization
- Writing Tips
- Footnotes
- Bibliography
- Typing

Improve Schedules (Exhibit D)

Distribute Posters

Revise Guides (Exhibits B and C)

TASK III: DELIVER TPC PROGRAM 1980-1981

Posters distributed

Fall 1980 start

Four classes given

Sessions lasted two hours

Given in small groups

The design and conduct of the clinics in the Fall of 1980 reflected an attempt to deal with problems previously identified by the TPC library instructors and to deliver a solid program which would serve as the basis for the evaluations. The differences in the clinics held before and during the study can be grouped in five categories as shown on the slide.

(Ad lib selected changes.)

A COMPARISON OF TERM PAPER CLINICS

Before Study	After Study
SCHEDULING	
Late afternoons	Morning, evening, weekend
November	September, October
ADVANCE ADVERTISING	
LEAP notice in library	Announcement of clinics
LEAP offering to faculty	Faculty mailing of clinic announcement
	Posting on campus bulletin boards
CONTENT	
Not standardized	Topics standardized
Some research only	Research emphasis
Repeat of English 1B	Organization and writing added
	Bibliography and footnotes added
HANDOUTS	
4-part term paper guide	Revised term paper guide
	Typing guide added
	Footnotes and Bibliography added
PRESENTATION AIDS	
Video tape	Video tape
	Slides
	Transparencies
	Reference books

TASK IV

This slide outlines our efforts in Tasks IV and V. You will recall that one of the results of Task I had been to make the evaluation of the TPC program based on a comparison of the topical content of the TPC lectures vs. the perceived needs of the students and faculty. Originally, we had intended that our sources would include both participating and non-participating students. However the TPC program was cancelled just after we had completed the participant and faculty surveys. The survey of non-participating students, therefore, was not conducted.

We set as our sample goals, 1) to obtain as many volunteer responses as possible from the participating students, and 2) to send mailers to 25% of the faculty from the Schools of Social Science, Social Work, and Business and from the English Department. It was expected that about 50%, or 66 professors, would respond.

The student evaluation forms were designed to collect information about the overall value of the TPC, the value of the content, and its limitations. The student survey questionnaire was based on a form developed by Ms. J. Reynolds and the LEAP Committee for the English 1B library lectures. It consisted of the seven basic questions shown in Exhibit E.

The faculty survey questionnaire was designed to collect information in three basic areas: the extent to which term papers are required; the kinds and level of faculty guidance; and faculty perceptions and preferences in regard to term paper instruction (including the library's role). The questionnaire is shown in Exhibit F.

TASK V

All of the 43 students who participated in the program were given an evaluation form; 27 voluntarily filled them out and returned them for analysis. A sample of 131 faculty was selected out of 506 professors in the eligible population. Every fourth listing in the faculty directory was sent a copy of the faculty questionnaire. Our response of 65 was close to what we had expected.

TASK IV: DEFINE DATA SOURCES AND A COLLECTION PLAN

Sources:

- o Student Participants
- o Faculty
- o Student Body (Cancelled)

Sample Selection:

- o Participating students - 100%
- o Faculty - 131 professors
- o Student body (undefined and cancelled)

Design of Survey Forms:

- o Student evaluation (See Exhibit E)
- o Faculty questionnaire (See Exhibit F)

TASK V: CONDUCT SURVEYS

Survey Results:

- o Student evaluations: Handouts 43/43
  Responses 27
- o Faculty questionnaires: Mailed 131/506
  Responses 65
  Expected 50% = 66

TASKS VI AND VII

Tasks VI and VII included both the analysis and the presentation of the results to the committee. The balance of the presentation contains the student survey results and conclusions, the faculty survey results and conclusions, the TPC evaluation in terms of the comparison of program content vs. perceived needs, and some overall conclusions. Naturally, this entire presentation is intended to satisfy Task VII, the presentation to the committee.

STUDENT SURVEY FINDINGS

We now present the results of the student survey. The survey form permitted the students to use their own words in responding to the questions. In making this analysis, the authors have grouped synonymous terms wherever possible in the interest of brevity and feel that the results have not been changed. However, it is recommended that others who might want to conduct a similar survey consider first a sample survey to get typical response words and then providing the students with such words to "check where appropriate" to make tabulations easier.

From Question 1:

Almost a third of the participants had never written a term paper before.

Almost half of the participants had written no term papers or had written only one.

From Question 2:

Three out of five participants responding were at least somewhat dissatisfied with former term paper grades or performance.

From Question 3:

The responding participants deemed their greatest needs to be help in searching for information and in organizing and assimilating the material.

STUDENT SURVEY RESULTS
(n=27)

Question 1: Have you written term papers before?

Response:
- 8 No 30%
- 19 Yes 70%

8+5=13= 48%

If yes, how many?
- 5 One
- 2 Two
- 6 Three or four
- 2 Many
- 2 Two years ago
- 2 In high school
- 0 No response

Question 2: Were you satisfied with the grade you received, or your performance?

Response:
- 3 No
- 7 Yes
- 8 Yes, but want to do better
- 9 No response

Question 3: In what areas do you feel you need the most help?

Response:
- 12 Library research (and finding info.)
- 11 Organizing or assimilating info.
- 3 How to get started
- 2 Effective note taking
- 1 Bibliography (as a source)
- 1 Picking the topic
- 1 Typing the paper
- 1 Footnotes
- 1 Writing
- 4 No response

STUDENT SURVEY FINDINGS (Continued)

From Question 4:

Library sources, as presented in the lectures, were the most often cited as new material.

Much of the TPC course content was cited as being new to the participants.

Topics usually considered to be standard parts of an English curriculum, such as outlines, footnotes, formatting, and indexing, were found to be new to a third of the participants who responded.

From Question 5:

The most important content area was deemed by the participants to be the library sources of information, closely followed by "All of it."

From Question 6:

The lack of response to question 6 suggests that the participants themselves are not a good source for discovering what might have been omitted from the course.

STUDENT SURVEY RESULTS (Continued)

Question 4: What information in this presentation was new to you?

Response:
- 11 Indexes and reference sources
- 5 Typing hints
- 4 Outlines
- 4 Footnotes
- 3 Organization and formats
- 2 Notes
- 2 Book indexes
- 1 Bibliography
- 5 All of it
- 0 No response

Question 5: What part was the most important?

Response:
- 8 Sources of information
- 4 Footnoting
- 3 Writing
- 3 Typing hints
- 2 Note taking
- 2 Organizing materials
- 2 Outlining
- 1 Formatting
- 7 All of it
- 3 No response

Question 6: What should have been covered in more detail or was omitted?

Response:
- 14 No suggestions
- 10 No responses
- 1 Technical writing
- 1 Writing and footnote detail
- 1 More examples

STUDENT SURVEY FINDINGS (Concluded)

From Question 7:

Even after completing the course, students still felt a strong need for assistance in locating information.

STUDENT SURVEY RESULTS (Concluded)

Question 7: What assistance do you feel you still need in order to write a good term paper?

Response:
- 7 Finding materials
- 3 Getting started
- 2 Outlining
- 2 Organization
- 1 Library tour
- 1 To see an example of good paper
- 1 Practice
- 1 One-to-one counseling
- 8 No response

STUDENT SURVEY CONCLUSIONS

The slide depicts the principal conclusions drawn from the survey responses. They have been grouped into three categories: regarding the participating students, about the TPC as presented, and about the research sample.

These conclusions are highly supportive of the TPC program as a vehicle for helping the students improve their research and writing skills. And it is probably worth reiterating that library support services rank surprisingly high in the most frequently cited of the students' perceived needs, which were:

. Researching in the library
. Organizing or assimilating information

STUDENT SURVEY CONCLUSIONS

Regarding the participating students who responded:

- o Almost half had never written more than one paper before.
- o 60% were at least somewhat dissatisfied with their former writing performance.
- o They felt that library sources of information were both new to them and were highly valuable.
- o Standard English Department topics were found to be new topics to them.
- o They did not know what topics should be contained in a course designed to teach them how to write.
- o Even after their introduction to the library resources, the students still felt they needed help in locating information.
- o They were highly motivated to learn how to improve their writing skills.
- o They did not have a clear image of what constitutes a quality term paper.

About the Term Paper Clinic in general:

- o The content of the clinic was responsive to the expressed needs of those who participated.
- o The student response was generally favorable indicating their satisfaction with the course.

About the research:

- o Because of the limited sample, the responses by the participants may not reflect the needs of the student body as a whole.

FACULTY SURVEY FINDINGS

The following slides present a paraphrasing of the questions and the responses to the survey. We make the following observations:

From Question 1:

Two-thirds of the responding faculty required research (term) papers.

From Question 2:

Most professors did not assign papers to all of their classes.

From Question 3:

The largest fractions of faculty respondents assigned term papers to upper-division and graduate classes; relatively few assigned them at the freshmen and sophomore levels.

From Questions 2 and 3:

Professors tended not to give research assignments in their introductory courses.

From Question 4:

Most of the professors assigned research papers of medium length. The midpoint was 10-15 pages while the most frequent size assigned was 5-10 pages.

FACULTY SURVEY RESULTS

(n = 65)

Question 1: Are research papers required?

Response:		
43	Yes	66%
8	No	12%
10	Sometimes	16%
4	No response	6%

Question 2: How many classes* are assigned a research paper?

Response:		
37	1-2 classes	*Average professor has 4 classes
8	2-3 classes	
11	3-4 classes	

Question 3: Academic level of the students receiving research paper assignments?

Response:			
4	To freshmen		
7	To sophomores		
30	To juniors		30
31	To seniors		31
5	To all undergraduates		
29	To graduates		29
5	All of the above		

Question 4: Required length?

Response:		
7	1-5 pages	
22	5-10 pages	Mode 5-10 pages
19	10-15 pages	Median 10-15 pages
13	15-20 pages	
8	over 20 pages	

FACULTY SURVEY FINDINGS (Continued)

From Question 5:

Over half of the professors who required research papers did specify a style manual such as Turabian or Campbell.

From Question 6:

The two requirements specified most frequently were for footnotes and a bibliography.

From Question 7:

The most frequent type of guidance given by the professors to the students was finding an appropriate subject.

The most frequent ways that guidance was given by the professors were to seek out students who had problems and to hold meetings with those who did.

From questions 6 and 7:

It is noted that footnotes and bibliographies were the most frequently specified requirement, even though professorial guidance in the preparation and approval of the bibliography ranked last.

FACULTY SURVEY RESULTS (Continued)

Question 5: Is a style manual specified?

Response:	
33	Yes
17	No
12	Sometimes
3	No response

Question 6: Contents most frequently specified?

Response:	
60	Footnotes
44	Bibliography
20	Outline
18	Proposal
18	Subheadings
17	Charts (etc.)
16	Table of contents
13	Appendices
13	List of tables
6	No specifications
4	Submission letter

Question 7: Professor-student guidance?

Response:	
38	Subject approval
36	Suggests subjects
36	Seeks out student problems
34	Individual meetings
23	Approves proposal
17	Specify source material
16	Approve outline
15	Provide format instruction
13	Provide content instruction
12	Require library tour
8	Approve bibliography

FACULTY SURVEY FINDINGS (Concluded)

From Question 8:

The distribution of papers' quality reflects a normal distribution as might be expected.

From Question 9:

Professors ranked problems of English as greater than those caused by a lack of knowledge about topics emphasized in the term paper clinics.

From Question 10:

Excluding the professor himself, three of the five most frequently cited sources from whom the students should seek help involve the library even though problems in English were the most frequently mentioned weaknesses.

From Question 11:

The top roles of the library are perceived to be providing source materials and reference services.

FACULTY SURVEY RESULTS (Concluded)

Question 8: Quality of papers?

Response:	
5	Poor
21	Fair
32	Good
16	Very good
9	Excellent

Question 9: Research paper weaknesses?

Response:		
31	Grammar	Eng.
28	Spelling and punctuation	Eng.
17	Organization	
16	Continuity	
14	Footnotes	TPC
13	Bibliography	TPC
13	Conclusions	
12	Research	TPC
7	Missed the guidelines	
6	Wrong resources	

Question 10: Students should seek help from?

Response:		
57	Instructor	
27	Reference Library	Libr.
24	Books on report writing	Libr.
22	Research methods classes	
14	Term Paper Clinic	Libr.
14	Writing labs.	Eng.
7	Term paper conference	Libr.
4	English Department	Eng.
2	Reading laboratory	
5	Other	

Question 11: What is the library's role?

Response:	
52	Source materials
52	Library research assistance
32	Term Paper Clinics
30	Research subject lectures
17	Term paper conferences

FACULTY SURVEY CONCLUSIONS

This next slide presents a summary of our study conclusions based on the analysis of faculty survey responses.

(Allow time for audience to read)

(Highlight interpretive conclusions)

FACULTY SURVEY CONCLUSIONS

- Most professors require some research papers.
- Most researchers will be upper division and graduate students.
- The typical research paper is 10-15 pages.
- Style manuals are usually specifed.
- The most frequent specification is for footnotes and bibliography.
- Apparently academic quality requires footnotes and a bibliography as evidence of having thoroughly researched the subject.
- Professors expect researchers to be experts in preparing footnotes and bibliographies.
- Professors view poor English as a greater problem than poor research.
- Other than themselves, professors rank library resources as three of the five best sources of help for the students.
- The Term Paper Clinics ranked quite high as a valuable library service.
- Professors deem the library's primary role to be in providing source materials and reference services and only secondarily as a resource for help in writing.

A COMPARISON OF TPC CONTENT AND PERCEIVED NEEDS

This comparison of program content vs. the perceived needs of students and faculty provides conclusive evidence that the Term Paper Clinic's topical content is directly responsive to these needs, except in the traditional English Department topics and in specialized aspects of a paper. Further, the content is significantly more comprehensive than the topics suggested in the published literature.

A clear difference exists between student and faculty perceptions of the skills needed to improve student writing performance. The students are much more concerned with what we have called "production" skills, while the faculty is more concerned with English "editing" skills. We have chosen to define these terms as follows:

Production skills

Defining a topic
Discovering sources
Collecting articles
Organizing material
Formatting
Note taking

Editing skills

Organization
Subheadings
Outlines
Grammar
Footnote formats
Bibliography
Spelling
Punctuation

A COMPARISON OF TPC CONTENT AND PERCEIVED NEEDS

TPC Content	Literature Alternatives	Student-perceived Needs	Faculty-perceived Needs
Topics			
Research sources		Research sources	
Note taking		Note taking	
Organizing		Organizing	Organizing
Subheadings			Subheadings
Writing			Writing
Footnotes	Footnotes	Footnotes	Footnotes
Bibliography	Bibliography		Bibliography
Manuals		Formats	
Dictionary/ Thesaurus			Spelling
Varying sentences and usage			
Outlines		Outlines	Outlines
	Grammar		Grammar and punctuation
	Library tours		
			Proposals
			Charts
			Contents
			Appendices
			Tables

GENERAL STUDY CONCLUSIONS

Probably the most useful outcome of this study has been the defining of the specific problems of student researchers as viewed by themselves and the faculty. The study has made it clear that the students are more concerned about the problems of producing a paper, while the faculty is more concerned with evident editorial deficiencies. This difference in viewpoint is probably explained by the fact that the professors tend to be more aware of the quality of the finished product rather than of the writing process itself.

It is generally acknowledged that it is the responsibility of the English Department to teach the skills normally associated with term paper editing. This study has clearly shown that the need also exists for student instruction in term paper production skills, but it is not clear who should undertake the task.

In the absence of any clearly defined course in the skills required to produce a paper, the students will continue to "muddle through" as they have been doing because professors do deem term papers to be a significant learning experience and will continue to assign them.

ALTERNATIVES

During our study, three highly interesting alternatives to a Term Paper Clinic were suggested and are presented on this slide. They included:

1. A TPC module to be added to English classes.
2. A workbook of TPC materials, written for sale in the student book store.
3. Exemplar term papers distributed to students.

We have not investigated these alternatives. Those of you who are interested in term paper remedial writing courses may wish to pursue these further. This concludes the presentation. Do you have any questions?

GENERAL STUDY CONCLUSIONS

- Two categories of writing skills are perceived:
  1. Paper production skills
  2. Paper editing skills
- Students deem the paper production skills to be their greatest weakness.
- Faculty deem the paper editing skills to be the students' greatest weakness.
- The English Department is acknowledged to be the traditional instructor of the editing skills.
- The survey has clearly demonstrated the need for student instruction in the paper production skills.
- It is not clear who might best assume responsibility for teaching term paper production skills.

ALTERNATIVES

- TPC program content might be developed as a separate module to be added to existing English Department writing workshops or report writing classes.
- TPC program content might be published as a workbook and offered for sale in the student bookstore.
- Exemplar term papers might be prepared and distributed by professors when making term paper assignments.

EXHIBITS

CAVEAT

The materials contained in this appendix were under revision at the time of our program cancellation. They are presented here in the form in which they were last used.

EXHIBIT A

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Nilon, M. "Term Paper Clinic." Journal of Academic Librarianship. Vol. 1, 1975. pp. 24-25.

O'Connor, M. E. "Research Paper and the Tape Recorder." English Journal. Vol. 57, 1968, pp. 652-653.

Pang, H. "The Term Paper." Improving College and University Teaching. Vol. 17, 1969, pp. 50-51.

Pastine, M., Reichel, M., and Aluri, R. "Individual Library Counseling Week - A Term Paper Clinic." The Library-College Experimenter. Vol. 2, 1976, pp. 7-16.

Samuels, M. S. "A Mini-Course in the Research Paper." College English. Vol. 38, 1976, pp. 189-193.

Shaver, R. J. "English 1A and the Term Paper." Junior College Journal. Vol. 32, 1961, pp. 233-239.

Wells, D. M. "A Program for the Freshman Research Paper." College Composition and Communication. Vol. 28, 1977, pp. 382-384.

TERM PAPER GUIDE

PART 1: The Assignment, Choosing the Topic, and Finding Information

EXHIBIT B

San José State University Library

Table of Contents

Introduction	page 1
The Assignment	page 2
Choosing the Topic	page 3
Sample Term Papers	page 4
Finding Information	page 5
Strategy	page 5
Card Catalog/Books	page 7
Periodicals	page 9
Newspapers	page 10
Government Documents	page 11
Special Materials	page 12
Additional Sources for	
Choosing the Topic	page 12
Finding Information	page 13

INTRODUCTION

The term paper guide has been designed, in 2 parts, to help you complete your term paper with a minimal amount of difficulty. Unfortunately, no one can do the paper for you, so the final result will reflect your efforts.

There are many term paper guides and manuals available in libraries and stores. As many as possible of those currently available have been examined during the preparation of this guide.

The term paper process involves four basic steps: (1) Choosing a topic; (2) Researching the topic; (3) Organizing the material and writing; and (4) Polishing the paper and dealing with technical features like footnotes and bibliography. For each student some aspects of the term paper process are more difficult than others. The first two areas are covered in Term Paper Guide Part 1 and the last two in Term Paper Guide Part 2.

Each area covered within the term paper guide includes the following information: (1) a description of what each step involves, (2) how to accomplish that step, and (3) where to look for more assistance.

If you have any questions or need assistance be sure to consult the Librarians at the reference desk.

Revised 1980
Sandra E. Belanger
Nancy Emmick

The Assignment

Your instructor should provide the details of what you are expected to do either verbally or in writing. All of the information the instructor provides in important. Fill in the spaces below with the information you have been given.

CLASS:_____ INSTRUCTOR:_____

DATE DUE:_____ REQUIRED LENGTH:_____

KIND OF PAPER:_____

_____

MATERIALS OR SOURCES REQUIRED:_____

_____

_____

MATERIALS OR SOURCES THAT ARE OPTIONAL OR RECOMMENDED:_____

_____

_____

FORMAT FOR BIBLIOGRAPHY OR FOOTNOTES (REQUIRED OR SUGGESTED):

_____

_____

If you have not written a term paper before, you may want to see a sample. The list on page 4 (with call numbers) contains those books that include a sample term paper.

Choosing the Topic

If you have not been assigned a topic, you are going to have to choose one. This is a very crucial step and can spell success or failure for your paper. The topic includes not only the subject of the paper, but the scope (what is included and what is excluded from the paper), and the objective of the paper (what you are trying to prove, disprove, demonstrate, discover, connect, unravel, etc. in your paper).

When choosing your topic, keep in mind the following points:

(1) the topic should be something that interests you.
(2) the topic should be something you can understand.
(3) the topic should be one about which you feel you can write well.
(4) the subject is one you can investigate well.
(5) the subject fits the size of your term paper; since the shorter the length, the more specific the subject, and vice versa.
(6) the topic is one for which material is available; because if material is not available at the library where you do your research, or cannot be borrowed from some other library, you will have to change your topic.

If you need help in choosing a topic, check the list of sources in the back of the guide for more information on how to choose the right topic. A valuable source for choosing topics is the Editorial Research Reports (Ref. H 35 E35).

If you don't have an idea for a topic, then try the following: ask your instructor for a suggestion, browse in the subject card catalog in the library, look in current magazines or indexes in the library, look in the current newspapers.

Now fill in the spaces below:

SUBJECT:_____

_____

OBJECTIVE OF THE PAPER:_____

SCOPE:_____

OUTLINE: (List points you have in mind to cover)

_____

_____

_____

Sample Term Papers

Berry, D. M. & Martin, G. P. A guide to writing research papers. New York: McGraw-Hill Book Co., 1971. (pp. 13-26) LB 2369 B36

Cooper, C. W. & Robins, E. J. The term paper. A manual and model. Stanford, California: Stanford University Press, 1967. (Written in the form of a term paper.) Ref. LB 2369 C62 1967

Hendrickson, J. R. The research paper. New York: Holt, 1957. (pp. 50-58) LB 2369 H4

Holton, M. S. & Dieb, R. College level English composition. New York: American R. D. M. Corporation, 1966. (pp. 93-96) PE 1408 H673

Hook, L. The research paper; gathering library material, organizing and preparing the manuscript. Englewood Cliffs, New Jersey: Prentice-Hall, 1962. (pp. 65-80) Ref. PE 1478 H6 1972

Kahn, G. & Mulkerne, D. J. D. The term paper, step by step. Garden City, New York: Doubleday, 1977. (Pages at the end of the book) LB 2369 K3 1977

Lyerly, R. H. Essential requirements for the college research paper. Cleveland, Ohio: World Publishing Co., 1967. (pp. 79-97) LB 2369 L9 1967

Markman, R. H. & Waddell, M. L. 10 steps in writing the research paper. Woodbury, New York: Barron's Educational Series, Inc., 1971. (pp. 96-100) PE 1478 M3

Thurston, M. H. The preparation of term papers and reports. Minneapolis, Minnesota: Burgess Publishing Co., 1963. (pp. 17-28) LB 2369 T5 1963

Yaggy, E. How to write your term paper. New York: Chandler Publishing Co., 1974. (pp. 49-76) LB 2369 Y3 1974

Finding Information

Locating information on any subject is not difficult if you are organized. Finding the information involves several steps: (1) deciding the kinds of material you need, (2) locating the references to specific materials on your subject, and (3) finding the materials on the shelf. The process can take time, but you don't have to do all of it on the same day.

Other students will also be doing library research and using the same tools and materials that you do. You should begin as soon as you can, and try to locate more materials than you think you will need because some will be checked out or missing on your subject.

Remember that should you find that the library has nothing on your subject, interlibrary loan can probably arrange to borrow it from another library. However, this process can take from one to six weeks, so the sooner you begin, the better your chances are to locate the information before your paper is due.

Writing materials are necessary for the gathering of information, so you should bring pencil and paper with you. There is an advantage to using 3" X 5" cards (or larger) when doing library research. You can separate them into kinds of material while searching for them, rearrange them for your footnotes, and then rearrange them again for the bibliography. It saves the time of writing the same information several times.

Term paper conferences with the reference librarians can be arranged at any time. Consult the general reference desk for the name and phone number of the librarian in your subject area.

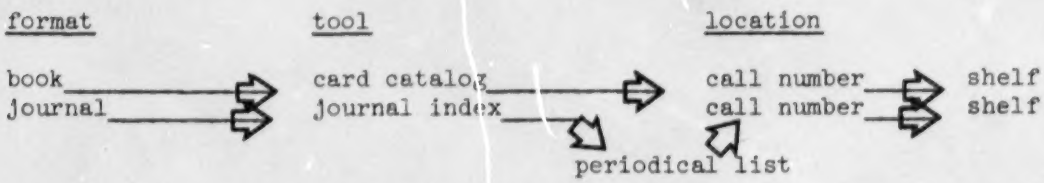
STRATEGY

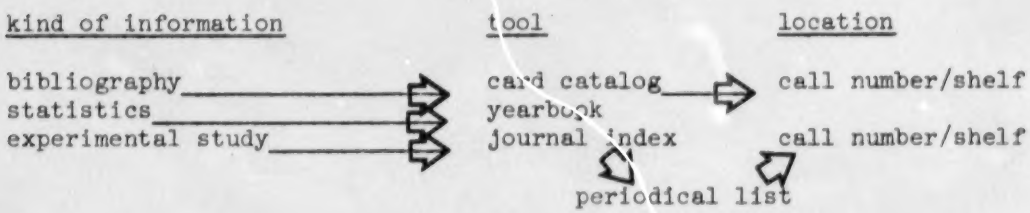
The search strategy is the process of determining where to look for what you want. It is at this point that you might want to discuss your subject with a reference librarian who could suggest the best places to look. Remember that the library staff is there to help you as much as possible, so don't hesitate to ask as many questions as necessary. The search strategy includes:

what you are required to do	+	the subject of the paper	+	the scope of the paper	+	due date	+	available material	=	search strategy

By completing the first part of this guide you should know what is required (the assignment), the scope or objective of your paper, and the subject. What is left to discover are the available materials on your subject.

Where you look for information depends on what you want to find. The process of searching for information involves several steps for each kind of material or format. For example:





The search can be approached from several directions. These directions include:

1. by kind of information
2. by the format in which the information appears (i.e. book, magazine, newspaper, etc.)
3. by kind of tool (i.e. dictionary, encyclopedia, etc.)
4. by the structure of the literature in a given field
5. by other, miscellaneous conditions (i.e. date, language, etc.)

Which direction you choose depends on what you already know. If you are required to use books, then that is a required format. If you are required to use case studies, then that is a required kind of information. And so on. Often what you are required to do and what you are required to use will determine the kind of information, format, tools, and other conditions. You can consult the reference librarians who will determine the specific tools you need.

Information can be found in the library through the use of the card catalog, special card catalogs, periodical indexes, newspaper indexes, government publication indexes, special collections, and special tools. Which you use depends on the kinds of information, formats of information, and tools you identified while developing the search strategy.

This section of the guide, will describe how to use the major tools. Remember that the library staff is your best source for help in using the library's collection. Not only can they direct you to locations, but they can assist you in designing your search strategy, in identifying specific tools, and in using any source. Be sure to ask any and all questions as they arise. Sources of other information are listed later in this guide.

CARD CATALOG/BOOKS

The card catalog is your major source of information about what the library has on a subject. It lists author, title, and subjects for all books, reference books, and microform material in the library. The catalog is a divided card catalog with an author/title section and a separate subject section. If you are looking for a specific book, check the author/title catalog under the author's last name, then first name, or by the title using the first word of the title. For example, if you are trying to find the book Gateway by Frederick Pohl, you can look in the author/title catalog under:

Gateway

or

Pohl, Frederick

The same book is listed, with the same call number, whether you look by author or title.

For books on a particular topic, use the subject section of the card catalog. Subject headings are determined by the Library of Congress Subject Headings List, a two volume set that lists all the subject headings that could be found in the card catalog. It will also refer you from subject terms that are not used in the catalog to those that are. For example, if you were trying to find a book on business communication, you would find:

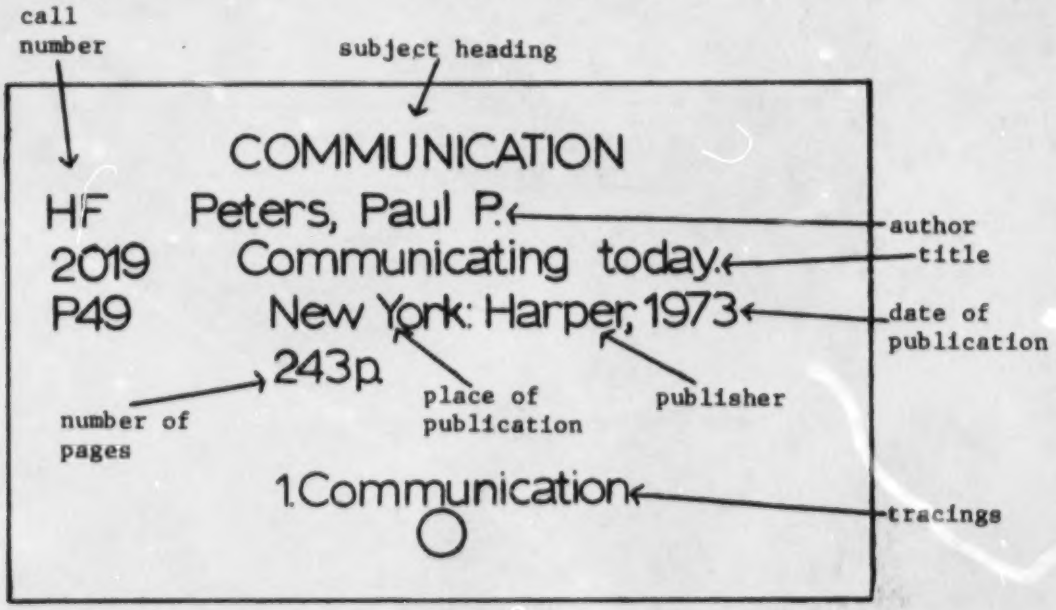
Business communication
See Communication in management

By looking up that subject heading, you can find the related terms as well. For example:

Communication in management
sa Automatic data collection systems
Communication in personnel management
Business report writing

The sa means see also and refers to terms related to the subject heading Communication in management. In this way all possible pertinent subject headings for your topic can be identified.

Each card in the card catalog contains the same basic information: author, title, where published, who published it, and the year. Also provided are the page numbers, and any special features like bibliographies, pictures, notes of translation, etc. The example below shows the location of these items on the card. At the bottom of the card, numbered 1., 2., etc. are the tracings. These list the subject headings under which the book is found in the subject card catalog.



To find the books in the card catalog, you will need the call number for each item. The call number, in the upper left hand corner of the card, consists of letters and numbers which indicate the subject area, and the book within that subject. For example:

HF
2019 } subject area
P49 } the book by Peters within that subject

When you have written down the call numbers for the books you want, then check the letter part of the call number (the HF) on the location chart, which will indicate the floor or deck where it can be found.

Remember that for your bibliography you will need to know the author, title, edition (if any), place of publication, name of publisher, date, and sometimes the total number of pages. Be sure to write this information down accurately on top of your notes so your footnotes and bibliography can be done easily.

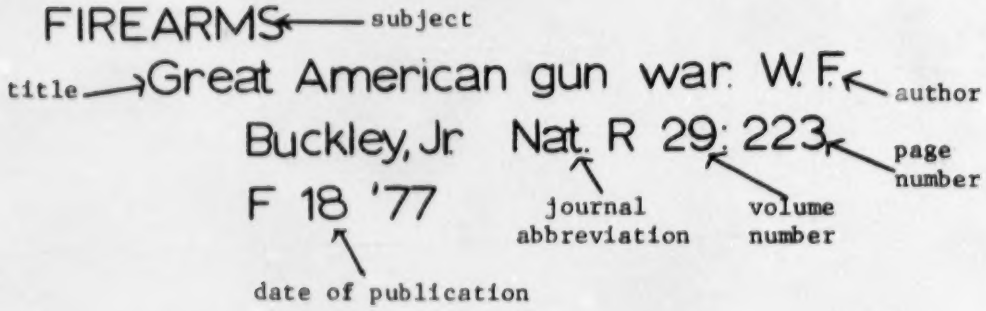
If you need help be sure to consult the reference librarian.

PERIODICALS

Articles in magazines and journals are indexed in periodical indexes by subject (and sometimes author as well). Some cover a variety of subjects like The Magazine Index and Readers' Guide to Periodical Literature, and some cover specific subject areas like the Business Periodicals Index, Education Index, Art Index, etc. Most of them list articles using a similar format. Indexes that cover specific fields include articles from the major magazines and journals of that field. They also include more scholarly publications than those indexed by general indexes like Readers' Guide. You will want to identify your subject area, locate the specific indexes for that field, and check your topic in those indexes.

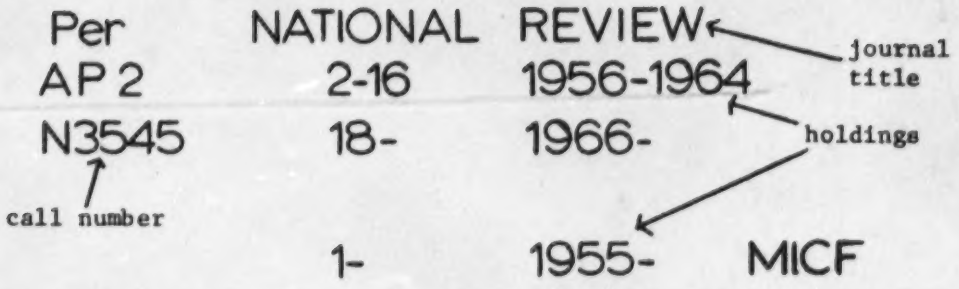
In each index you will find a list of articles arranged by title below subject headings. The list is limited to the articles that appeared during the period of time covered by each index volume. Be sure to locate more articles than you think you will need, because the library does not subscribe to all the journals that are published.

The following is an example of an entry on the subject Firearms from the index, Readers' Guide to Periodical Literature:



The citation includes: title, author of the article, abbreviated journal title, volume number, page number, and date of issue. Any abbreviations, other than title, appear before the name of the magazine. Most indexes provide a list of these abbreviations as well as a list of the abbreviations of journal titles with complete titles in the front of each volume.

To find the journal in the library you will need to write down the complete title, the volume number, the pages, and the date. Once you have a list of articles you want to see, check the titles in the San Jose State University Library Periodical List. They are listed alphabetically by complete title only. The list indicates the magazines, newspapers, and indexes we have by title and provides the years and volumes in the library as well as the call number. The example below is from the periodical list:



To locate each journal check the letter part of the call number (the AP is this example) on the location chart for the floor or room where it is found. Most current issues are located in the current periodical room.

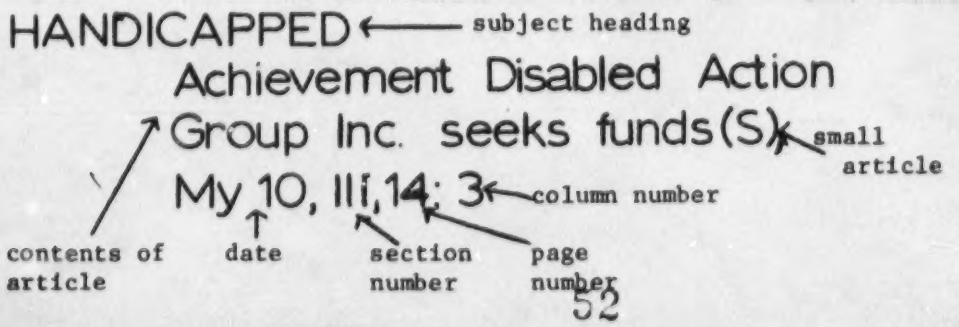
Remember that for your bibliography you will need to write down the author, title of the article, title of the periodical, volume number, pages, and date of publication.

NEWSPAPERS

The library receives a number of newspapers from California, the United States, and foreign countries. Current issues are located near the copy machines on the first floor central of the library. All older issues are on microfilm because newsprint deteriorates rapidly. There are some indexes for newspapers including:

California News Index 1970-1975
Christian Science Monitor Index 1960-to date
London Times Index 1796-to date
Los Angeles Times Index 1972-to date
New York Times Index 1862-to date
San Francisco Chronicle Index 1976-to date
Wall Street Journal Index 1958-to date

These indexes provide subject access to the events reported in the newspapers. For each subject, articles are listed giving the title of the article, author (if any), date, section, page, and column. The example below is from the New York Times Index:



In the example, an article on the handicapped, appeared in the May 10 issue of 1976, on page 14, column 3 of section III. To find the microfilm you will need to write down the name of the newspaper, the date (day, month, and year), the section, page, and column numbers. Remember that there are reader/printers for making the equivalent of a xerox copy.

For assistance, consult the reference librarians or the microforms department staff.

GOVERNMENT DOCUMENTS

San Jose State University Library is a partial depository for publications of the U.S. Government. We also receive some publications of the State of California and some from the United Nations. Some of the publications are found through the card catalog, and some are located in the Documents section.

The United States Government publishes a variety of information on almost every subject. These can include pamphlets, the census, congressional committee reports, legislation, and agency reports, etc. The government also publishes indexes to their materials. They are:

Monthly Catalog of U.S. Government Publications (every publication of the U. S. Government is indexed here.

Cumulative Subject Index to the Monthly Catalog (provides access to the Monthly Catalog for comprehensive searching of older dates)

CIS Index to Congressional Publications (indexes subject content of hearings, testimony, committees, etc. of the U. S. Congress)

The four indexes operate in the same way. The subject index section provides a list of documents on that subject by title, each with an item number. The item number must then be located numerically in the separate abstract section. The abstract section provides the title, agency, date of publication, pages, and documents number. The documents number which is written:

Y 4.Sm 1/2:Ec 7/5

will be necessary for the documents' staff to locate the item for you on the shelves.

SPECIAL MATERIALS

San Jose State University Library also includes special materials and special tools. Consult the reference staff for assistance in locating and using these materials, such as:

Maps, City documents (San Jose), County documents (Santa Clara), Records, Art Prints, Juvenile Books, High School Books, Curriculum Guides, Teaching Aids and devices, Pictures, and Posters.

Remember to ask any and all questions when they arise.

Additional Sources

CHOOSING THE TOPIC

[an asterisk * indicates a very useful or valuable source]

Allen, G. R. The graduate students' guide to theses and dissertations. A practical manual for writing and research. San Francisco, Cal.: Josey-Bass Publishers, 1974.(pp. 18-21)
LB 2369 A595

Baker, S. The complete stylist. New York: Thomas Y. Crowell Co., 1966. (pp. 219-220)
PE 1408 B283

Chandler, G. How to find out: a guide to sources of information for all, arranged by the Dewey Decimal Classification. Oxford: Pergamon Press, 1974.(pp. 1-4)
Z 1035.1 C47 1974

Cooper, C. W. & Robins, E. J. The term paper. A manual and model. Stanford, Cal.: Stanford University Press, 1967.(pp. 1-3)
Ref. LB 2369 C62 1967

Davies, P. G. & Rogal, S. J. Preparing the research paper. Cambridge, Mass.: Educators Publishing Service, 1967.(pp. 7-9)
High School LB 2369 D32x

Gatner, E. S. M. & Cordasco, F. Research and report writing. New York: Barnes and Noble, Inc., 1961.(pp. 21-22)
LB 2369 G3 1961

Guth, H. P. Words and ideas. Belmont, Cal.: Wadsworth, Publishing Co., 1975.(pp. 5-8)
PE 1408 G936 1975

Hendrickson, J. H. The research paper. New York: Holt, 1957.(pp. 15-18)
LB 2369 H4

Hook, L. The research paper; gathering library material, organizing and preparing the manuscript. Englewood Cliffs, New Jersey: Prentice-Hall, 1962.(p. 2)
Ref PE 1478 H6 1962

Kahn, G. & Mulkerne, D. J. D. The term paper, step by step. Garden City, New Jersey: Scarecrow Press, 1977.
LB 2369 K3 1977

*Parsons, C. J. Theses and project work. A guide to research and writing. London: George Allen & Unwin Ltd., 1973.(pp. 17-20)
Ref. LB 2369 P37 1973

Pugh, G. T. Guide to research writing. Boston: Houghton Mifflin, 1968. (pp. 4-6)
LB 2369 P8 1968

Yaggy, E. How to write your term paper. New York: Chandler Publishing Co., 1974.(pp. 2-3)
LB 2369 Y3 1974

FINDING INFORMATION

[an asterisk * indicates a very useful or valuable source]

Baker, S. The complete stylist. New York: Thomas Y. Crowell Co., 1966. (pp. 233-238)
PE 1408 B283

*Carman, R. A. & Adams, Jr., W. R. Study skills: a student's guide for survival. New York, John Wiley and Sons, 1972.(pp. 178-198)
LB 2395 C26

*Downs, R. B. & Keller, C. D. How to do library research. Urbana, Ill.: University of Illinois Press, 1975.
Z 711 D6x 1975

Hook, L. The research paper; gathering library material, organizing and preparing the manuscript. Englewood Cliffs, New Jersey: Prentice-Hall, 1962.(pp. 4-45)
Ref. PE 1478 H6 1962

Knight, H. M. The 1-2-3 guide to libraries. Provo, Utah: Brigham Young University, 1966.
Z 710 K58 1970

Lee, C. P. Library resources. How to research and write a paper. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

*Lolley, J. Your library: what's in it for you? New York: Wiley, 1974.
Z 710 L64

Martin, M. E. How to use your college library. Jacksonville, Ill.: John B. Martin, 1947.
Z 710 M3

*Morse, G. W. Concise guide to library research. New York: Fleet Academic Editions, 1975.
Ref. Z 1035.1 M6 1975

Pugh, G. T. Guide to research writing. Boston: Houghton Mifflin, 1968. (pp. 20-37)
LB 2369 P8 1968

Santa, B. M. & Hardy, L. L. How to use the library. Palo Alto, Cal.: Pacific Books, 1955.
Z 710 S35

Todd, A. Finding facts fast: how to find out what you want to know immediately. New York: Morrow, 1972. (good for advanced search techniques)
Z 710 T6

Turabian, K. L. Student's guide for writing college papers. Chicago: University of Chicago Press, 1969. (pp. 8-35)
Ref. LB 2369 C3 1969

TERM PAPER GUIDE

PART 2: Notes, Outlining, Writing, Footnotes and Bibliography

EXHIBIT C

San José State University Library

80-28

Table of Contents

Introduction	page 1
Notes	page 2
Outlining	page 4
Organizing	page 4
Writing	page 5
Footnotes	page 6
Bibliography	page 7
Typing Hints	page 8
List of Major Style Manuals	page 9
Other sources	page 11

INTRODUCTION

The term paper guide has been designed, in 2 parts, to help you complete your term paper with a minimal amount of difficulty. Unfortunately, no one can do the paper for you, so the final result will reflect your efforts.

There are many term paper guides and manuals available in libraries and stores. As many as possible of those currently available have been examined during the preparation of this guide.

The term paper process involves four basic steps: (1) Choosing a topic; (2) Researching the topic; (3) Organizing the material and writing; and (4) Polishing the paper and dealing with technical features like footnotes and bibliography. For each student some aspects of the term paper process are more difficult than others. The first two areas are covered in Term Paper Guide Part 1 and the last two in Term Paper Guide Part 2.

Each area covered within the term paper guide includes the following information: (1) a description of what each step involves, (2) how to accomplish that step, and (3) where to look for more assistance.

If you have any questions or need assistance be sure to consult the Librarians at the reference desk.

Revised 1980
Sandra E. Belanger
Nancy Emmick

Notes

Once you have gathered your information, you will need to read it, understand it, and digest it. When you analyze it try to decide if the presentation and the material are biased, outdated, opinionated, or factual. Factual information is more valuable to your paper than opinionated information unless you are trying to compare different opinions on a subject. Then analyze the content in terms of what the author is writing about and what your paper is about.

There are several different methods to use when taking notes. These include: xeroxing articles to read and underline later, writing comments on sheets of paper, writing comments on cards, and putting each separate thought on a separate card. For more information on note taking in general and these methods, consult the list of other sources later in this guide.

It is easier to use the cards that you used when looking for sources (see illustration on page 3) and coordinate these to your outline and your notes with code numbers.

It is important to identify the notes for each source. By noting down certain information when you are taking notes, you can save yourself time later. These include the following:

(1) identify the notes as to author, title, publisher, place of publication, and date (for books)

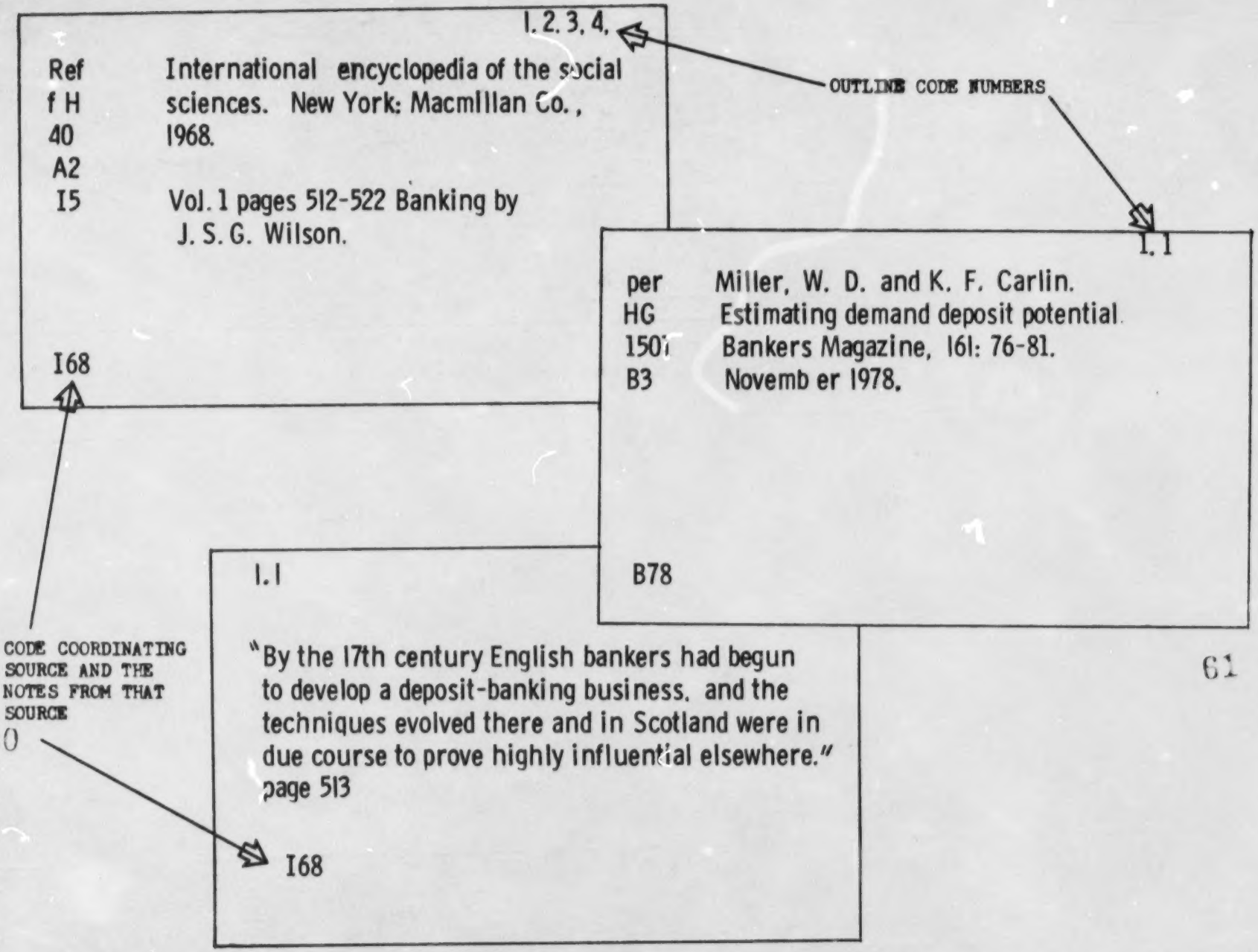
(2) identify the notes as to author, title, journal title, volume number, pages and date (for journals and magazines)

(3) write down the page number for any direct quote or paraphrase of the author's thoughts. These might require footnotes and you will need to know the page number.

(4) note if the article has no author. Newspaper articles and some journal articles will have no author. Noting that now will save time later.

(5) note any specific conditions, inclusions, exclusions, etc. For example, has the book been translated from another language? Did the author write about Europe but exclude France for some reason?

Remember that your paper will be based on these notes so they need to be as thorough and comprehensive as you can make them. If you didn't write the information down, you will have to take valuable time to look it up again.


1.2.3.4.
Ref
f H
40
A2
I5
International encyclopedia of the social sciences. New York: Macmillan Co., 1968.
Vol. 1 pages 512-522 Banking by J. S. G. Wilson.
I68
OUTLINE CODE NUMBERS
1.1
per
HG
150?
B3
Miller, W. D. and K. F. Carlin.
Estimating demand deposit potential.
Bankers Magazine, 161: 76-81.
Novemb er 1978.
B78
1.1
"By the 17th century English bankers had begun to develop a deposit-banking business. and the techniques evolved there and in Scotland were in due course to prove highly influential elsewhere."
page 513
I68
CODE COORDINATING SOURCE AND THE NOTES FROM THAT SOURCE
60
61

Outlining

Outlining is a way to organize your thoughts on paper, in which you identify the main points, sub points and any other divisions within the information you have gathered. In this way, not only are you ready to write, but whether you have gathered enough information for a good paper.

Outlining can be done in two ways. The traditional format includes a main division (roman numeral), point within that division (letter), and subpoint (number). A newer format has been developed using numbers and a decimal system. It is easier to update and change as you go through your notes. It is also better for longer papers. See example below on banking:

TRADITIONAL FORMAT

I. Origins of banking
    A. Deposit banking
        1. Invention of the check
        2. Bank notes
    B. Bank credit
        1. Negotiable instruments

II. Structure of banking systems
    A. Unit banking - the United States
    B. Branch banking - Britain
    C. Hybrid banking

III. Types of banking business
    A. Bank deposits
        1. Cash and liquidity requirements
        2. Mobilization of deposits

IV. Nonbank financial intermediaries

NEW FORMAT

1. Origins of banking
1.1 Deposit banking
1.11 Invention of the check
1.12 Bank notes
1.2 Bank credit
1.21 Negotiable instruments
2. Structure of banking systems
2.1 Unit banking - United States
2.2 Branch banking - Britain
2.3 Hybrid banking
3. Types of banking business
3.1 Bank deposits
3.11 Cash and liquidity
3.12 Mobilization of deposits
3.2 Bank investments
3.21 Long term finance
3.22 Loans and advances
4. Nonbank financial intermediaries

If you need more information on outlining, consult the list of sources later in this guide.

Organizing

After you have read and analyzed your sources, you need to organize your material, and arrange it for writing. This can be done by organizing your sources and outlining the results.

In Part I. of the term paper guide you identified the scope and objective of your subject. Your material should be organized in terms of these using one of the following arrangements:

Chronological order: the information is arranged in date order, from oldest to newest.

Geographical order: the material is organized by place or location. These could be regions of the world, countries, areas of countries, counties, etc.

Order of Increasing Importance: information that is least important is given first, followed by more important data. For example, the background to an event, which is less important, is given before the discussion of the event.

Cause-Effect Arrangement: this method is used when there is a definite relationship established between two elements in which one caused the other.

Simple to Complex: this approach can be used when the subject is complex, by leading the reader from simpler information to more involved data. Much in the way a textbook introduces a new concept. Or it can be used for subjects that began as simple matters and became more complex over time.

If none of these methods fit your data, or you need more information on organizing your material, turn to the list later in this manual.

Writing

The final stage involves taking your ideas, your conclusions, the outline, the quotations, and writing a paper from them. No one can legally write your paper for you. The recommended approach is to: write a rough draft, revise the rough draft, and then write the final, polished version. It is best to leave at least a few days between each step, so that you can objectively edit and revise your own writing. If this is unworkable in the time you have, try to have a friend read it for you and comment on it.

It is easier to write the body of the paper first. This includes all points to be covered in your outline. There is no rule which says you have to begin at the beginning and work to the end. Begin with the part that is most familiar or most interesting to you. Then do the conclusions. Do the introduction last because it is easier to describe the content of a paper that has already been written.

When you write and rewrite, concentrate on content, paragraph structure, spelling, punctuation and vocabulary. All are important parts of the paper. If you need more information, check the list of sources in the back of this guide. Remember that the dictionary is useful for checking your spelling, and a thesaurus is useful for eliminating repeated words or choosing variations of a word.

The checklist below might help you in evaluating your paper. It was adapted from J. H. Janis, The Business Research Paper, pages 70-73.

1. Is the language as plain and clear as the subject permits?

2. Have I given adequate thought to the reader's ability to understand the subject?

3. Is my language informative and factual rather than emotional and biased?

4. Have I used words in accordance with their standard meanings?

5. Have I expressed myself concisely?

6. Do the headings aid readability?

7. Are transitions from one topic to another clear and understandable?

Subheadings can be used instead of transition sections to divide your paper into logical sections. Try both approaches and then determine which is best for this paper.

Footnotes

It is very important to give credit to other people when you use their ideas or their words. Footnotes are very specific and are used to legally and ethically give credit to the sources from which the information was taken. Usually they appear at the bottom of the page. Each time you refer to someone else's work, you include a footnote number and include a footnote at the bottom of the page.

Footnotes are included for the following: direct quotations; tables copied from some other source; summaries of someone else's ideas; diagrams you make from someone else's information; the opinions of others; and information which cannot be considered as known to everyone like the usage of words, etc.

If you have not been required to use a particular format, consult your instructor about which format is preferred and then use that one. The six used most often are listed with call numbers later in this guide. Whichever format you choose, remember to be consistent, and use only one format. It will determine spacing, information included, and punctuation for your footnotes. The information included is similar to that for the bibliography, but always includes the exact page number on which the information appeared. Included can be:

BOOKS: author, title, publisher, place of publication, date, and exact page number of quote or reference.

MAGAZINES, JOURNALS AND PERIODICALS: author, title of article, title of journal, volume, date, and page of quote.

NEWSPAPER: author, title, newspaper, complete date, and exact page number.

Some examples are provided below from Campbell and Turabian.

CAMPBELL:

[1]Joe Wittmer, "The Amish and the Supreme Court Ruling," Phi Delta Kappan, LIV (September, 1972), 51.

[2]Robert Workman, The Social Order (New York: McGraw-Hill, 1963), pp. 102-104.

TURABIAN:

[1]Leonard Woolf, Beginning Again (London: Hogarth Press, 1964), p. 185.

[2]Barbara K. Varley, "Socialization in Social Work Education," Social Work VIII (July: 1963), 105.

Bibliography

The bibliography is very important. It is placed at the end of your paper and is a complete list of the books, journal and magazine articles, newspapers, and other sources you have consulted while researching your paper. Usually they are arranged in alphabetical order by the last name of the author, or by title when there is no author.

If you are not required to use a particular format, ask your instructor which format is preferred and then use that one. Remember, that the important thing is to be consistent, and to stick to one format. The list in the back of the guide includes the six formats usually preferred by instructors.

The information you may be required to include depends on the kind of material. For example:

BOOKS: author, title, publisher, place of publication, date, and sometimes the total number of pages.

MAGAZINES, JOURNALS AND PERIODICALS: author, title of article, title of journal, volume number, pages, and date of issue.

NEWSPAPERS: author, title of article, newspaper, date (month, day and year), section, page, and column numbers.

The format used for the bibliography will determine the spacing, the punctuatuon used, and the preferred order. It is necessary to include in the bibliography every source used, whether you quoted or referred to them in the text or not. Below are some examples from style manuals by Campbell and Turabian.

CAMPBELL:

Wittmer, Joe. "The Amish and the Supreme Court Ruling," Phi Delta Kappan, LIV: 50-52, September, 1972.

Workman, Robert. The Social Order. 2d ed. New York: McGraw-Hill, 1963.

TURABIAN:

Varley, Barbara K. "Socialization in Social Work Education." Social Work VIII (July, 1963): 103-109.

Woolf, Leonard. Beginning Again. London: Hogarth Press, 1964.

TYPING HINTS

The typing of a term paper can be crucial for a grade. A neatly typed, easily readable paper can make the difference in a border line grade. Proper footnotes and margins are the sign of a professional.

To set the margins, check the style manual (e.g. Campbell, Turabian) the professor has required or you have chosen. Take a piece of typing paper and draw in the margins with a heavy felt pen, on that can be seen when another piece of typing paper is placed over it. The style manual will also tell where the pages should be numbered. With a felt pen mark an X in this spot so it too is visible through a piece of typing paper.

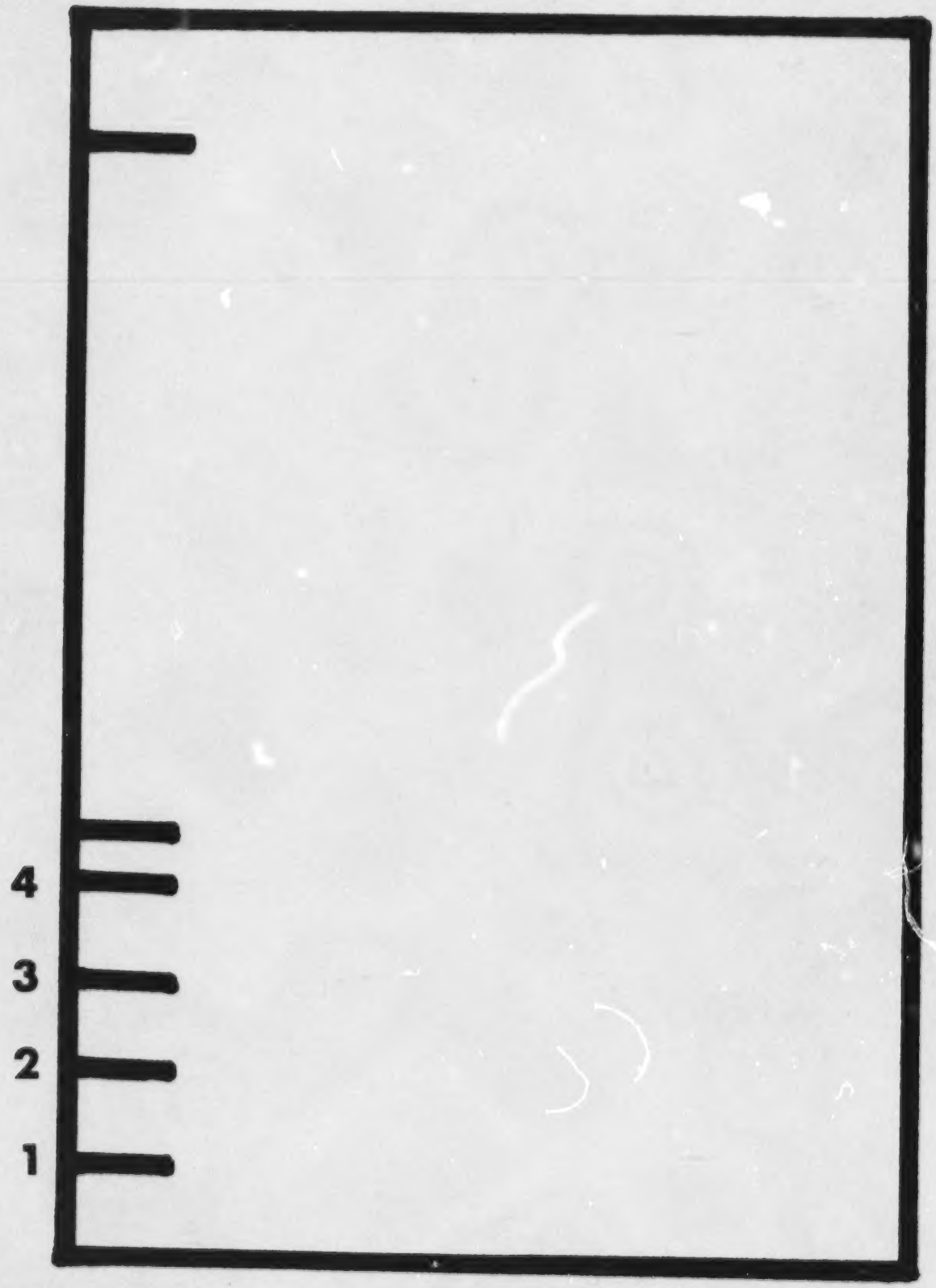
Typing footnotes can be very tricky. Here is a method that can simplify the process. First, check with your professor to find out if the footnotes need to be placed at the bottom of the page or if they can be listed at the back of the term paper. If they must be placed on the bottom of the pages, take the backing sheet marked for your margins, check the manual for the spacing requirements and count up from the bottom margin of the page the lines and spaces it will take for "x" number of footnotes. For example: a footnote will require about two lines. Add on to that the three spaces you should leave between the bottom of the text and the first note, and the two spaces (or lines) you should leave between the last footnote and the bottom margin. Each additional footnote will require the two lines plus the two spaces between the footnotes. Therefore, the spaces required from the bottom of the text to the bottom margin for one footnote is seven spaces (or lines); for two footnotes - eleven spaces; three footnotes - fifteen spaces; and four footnotes - nineteen spaces. Measure the spacing for each footnote, marking the number in the left hand margin and drawing about a one inch dash with the felt pen. It would be best to measure and mark for at least four footnotes.

Now the backing sheet is complete and you are ready to type. Place a typing page over the backing sheet and begin typing. The minute the number 4 is reached, count the footnotes on your page. Checking the number of footnotes at each number will correctly tell you where to stop the text and begin typing the footnotes. The text of your term paper should stop at the number before the number of footnotes found in that text. For example, if you have three footnotes, stop typing the text at number 4, then begin typing the footnotes as prescribed in your style manual. The backing sheet (see next page) will probably have to be replaced every 20-25 pages. This should suffice for most term papers, but in you anticipate typing a longer one use your backing sheet to make another one.

MAJOR STYLE MANUALS

American Psychological Association. Publication manual. Washington, D. C.: American Psychological Association, 1974.
Ref. BF 76.7 A46 1974

X



Campbell, W. G. & Ballou, S. V. Form and style. Theses, reports, and term papers. Boston: Houghton Mifflin Co., 1974
Ref. LB 2369 C3 1974

Modern Language Association of America. The MLA style sheet. New York: Modern Language Association of America, 1970
Ref. Z 253 M73

Turabian, K. L. Student's guide for writing college papers. Chicago: University of Chicago Press, 1969
Ref. LB 2369 T82 1969

Turabian, K. L. Manual for writers of term papers, theses, and dissertations. Chicago: University of Chicago Press, 1973
Ref. LB 2369 T8 1973x

University of Chicago. A manual of style. Chicago: University of Chicago Press, 1969
Ref. Z 253 C57 12th ed. 1969

Some Other Style Manuals:

Berry, D. M. & Martin, G. P. A guide for writing research papers. New York: McGraw-Hill Book Co., 1971. (pp. 49-74)
LB 2369 B36

Morse, G. W. Complete guide to organizing and documenting research papers. New York: Fleet Academic Editions, 1974.
Ref. LB 2369 M64

Other Sources

[An asterisk * indicates a very useful or valuable source]

NOTES

* Baker, S. The complete stylist. New York: Thomas Y. Crowell Co., 1966. (p. 238)
PE 1408 B283

*Campbell, W. G. & Ballou, S. V. Form and style. Theses, reports, and term papers. Boston: Houghton Mifflin Co., 1974. (pp. 10-11)
Ref LB 2369 C3 1974

Davies, P. G. & Rogal, S. J. Preparing the research paper. Cambridge, Mass.: Educators Publishing Service, 1967. (pp. 27-29)
High School LB 2369 D32x

Kahn, G. & Mulkerne, D. J. D. The term paper, step by step. Garden City, New Jersey: Doubleday, 1977. (Chapter 5)
LB 2369 K3 1977

Santa, B. M. & Hardy, L. L. How to use the library. Palo Alto, Cal.: Pacific Books, 1955. (pp. 57-58)
Z 710 S35

Sears, D. A. Harbrace guide to the library and the research paper. New York: Harcourt Brace, 1960. (pp. 39-43)
Z 718.7 S4 1960

*Turabian, K. L. Student's guide for writing college papers. Chicago: University of Chicago Press, 1969. (pp. 54-62)
Ref. LB 2369 T82 1969

OUTLINING AND ORGANIZING

*Baker, S. The complete stylist. New York: Thomas Y. Crowell Co., 1966. (Chapters 3 and 4)
PE 1408 B283

*Campbell, W. G. & Ballou, S. V. Form and style. Theses, reports and term papers. Boston: Houghton Mifflin Co., 1974. (pp. 7-9)
Ref. LB 2369 C3 1974

*Carman, R. A. & Adams, Jr., W. R. Study skills: a student's guide for survival. New York: John Wiley and Sons, 1972. (pp. 17-37)
LB 2395 C26

Gatner, E. S. M. & Cordasco, F. Research and report writing. New York: Barnes and Noble, Inc., 1961. (pp. 38-39)
LB 2369 G3 1961

Lee, C. P. Library resources. How to research and write a paper. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. (pp. 69-73)
LB 2369 L37

Lyerly, R. H. Essential requirements for the college research paper. Cleveland, Ohio: World Publishing Co., 1967.
LB 2369 L9 1967

Markman, R. H. & Waddell, M. L. 10 steps in writing the research paper. Woodbury, New York: Barron's Educational Series, Inc., 1971. (pp. 46-66)
PE 1478 M3

Morse, G. W. A complete guide to organizing and documenting research papers. New York: Fleet Academic Editions, 1974. (pp. 23-47)
Ref. LB 2369 M64

Parsons, C. J. Theses and project work. A guide to research and writing. London: George Allen & Unwin Ltd., 1973. (pp. 50-51)
Ref. LB 2369 P37 1973

Pugh, G. T. Guide to research writing. Boston: Houghton Mifflin, 1968. (pp. 42-45)
LB 2369 P8 1968

*Turabian, K. L. Student's guide for writing college papers. Chicago: University of Chicago Press, 1969. (pp. 45-53)
Ref. LB 2369 T82 1969

Turabian, K. L. A manual for writers of term papers, theses, and dissertations. Chicago: University of Chicago Press, 1973. (pp. 1-10)
Ref. LB 2369 T8 1973

WRITING THE PAPER

Archer, J. W. The research paper and library resources, a manual for the writing of the documented paper. Milwaukee, Wis.: Marquette University Press, 1948, (p. 15: the qualities of a good paper)
PE 1478 A7

**Baker, S. The complete stylist. New York: Thomas Y. Crowell Co., 1966.
PE 1408 B283

Campbell, W. G. & Ballou, S. V. Form and style. Theses, reports and term papers. Boston: Houghton Mifflin Co., 1974. (pp. 12-14)
Ref. LB 2369 C3 1974

Cooper, C. W. & Robins, E. J. The term paper. A manual and model. Stanford, Cal.: Stanford University Press, 1967. (pp. 20-31)
Ref. LB 2369 C62 1967

Gehlmann, J. & Eisman, P. Say what you mean: the paragraph, book 2. New York: Odyssey Press, 1968.
Textbook High School 425 G311s V. 2

*Guth, H. P. Words and ideas. Belmont, Cal.: Wadsworth Publishing Co., 1975.
PE 1408 G936 1975

**Holton, M. S. & Dieb, R. College level English composition. New York: American R. D. M. Corporation, 1966.
PE 1408 H673

Hook, L. The research paper; gathering library material, organizing and preparing the manuscript. Englewood Cliffs, New Jersey: Prentice-Hall, 1962. (pp. 62-64)
Ref. PE 1478 H6

Markman, R. H. & Waddell, M. L. 10 steps in writing the research paper. Woodbury, New York: Barron's Educational Series, Inc., 1971. (pp. 67-74)
PE 1478 M3

Morse, G. W. A complete guide to organizing and documenting research papers. New York: Fleet Academic Editions, 1974. (pp. 13-20)
Ref. LB 2369 M64

**Perring, P. G. Writer's guide and index to English. Chicago: Scott, Foresman and Co., 1965.
PE 1411 P4 1965

Piebel, J. P. How to write reports, papers, theses, articles. New York: Arco Publishing Co., 1972. (pp. 23-91)
Ref. fLB 2369 R53

Thurston, M. H. The preparation of term papers and reports. Minneapolis, Minn.: Burgess Publishing Co., 1963. (Chapter 2)
LB 2369 T4 1963

Turabian, K. L. Student's guide for writing college papers. Chicago: University of Chicago Press, 1969. (pp. 63-93)
Ref. LB 2369 T82 1969

Turabian, K. L. A manual for writers of term papers, theses, and dissertations. Chicago: University of Chicago Press, 1973.
Ref. LB 2369 T8 1973x

EXHIBIT D

PAPERS TO DO?

NEED HELP?

San José State University Library

Term Paper Clinics

--- for instruction in ---

- Choosing Topics
- Library Research
- Notetaking
- Organizing and Writing
- Footnotes
- Bibliography
- And Other Hints

THURSDAY	September	25	8:30	AM	LIBRARY LC 217
MONDAY	September	29	12:30	PM	LIBRARY LC 217
SATURDAY	October	18	1:00	PM	LIBRARY LC 217
TUESDAY	October	28	5:00	PM	LIBRARY LC 217
THURSDAY	November	13	8:30	AM	LIBRARY LC 217

Faculty are invited to arrange sections for their classes.

Space is limited, so please reserve your place by signing up at the General Reference Desk, Library second floor, or by calling 277-3395.

Term Paper Conferences

AVAILABLE ANYTIME! Make an appointment to talk with the Librarian in your subject area by contacting the General Reference Desk, Library second floor or calling 277-3393.